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ABSTRACT

A symposium on year-round schooling was held to provide a framework to enable camp professionals and school personnel to better understand the dynamics of year-round education, year-round schools, camping, and the areas where they are (1) compatible or (2) mutually exclusive. The purposes of the symposium were: (1) to explore the developmental needs of youth as addressed by both the camping industry and the public education system; (2) to present the facts on the year-round school movement and how it is currently being espoused by its proponents; (3) to discuss the potential impact of the movement on the camping industry; and (4) to give participants an opportunity to process the information in relation to their own situation as well as provide input to the American Camping Association National Board for the potential development of a position statement on year-round schools. The introductory section of the document discusses the philosophy of year-round education and explains concepts such as year-round schools, year-round calendars, and extended school year. It also explores the relationship between year-round education and outdoor education. Other presentations cover the topics of developmental needs of young adolescents; agencies that serve youth; the strengths and opportunities of informal education; dealing with change and finding future opportunity; the risk of year-round schooling to the complete child; year-round schools in Orange County Florida; and the importance of camp and related recreational activities to educational development. (ALL)

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Proceedings of

A Symposium on Year-Round School

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PROCEEDINGS OF

A SYMPOSIUM ON YEAR-ROUND SCHOOL

A training event sponsored by the
American Camping Association

Fall, 1990

James C. Cox, Ph.D., Editor

American Camping Association®

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FOREWARD

It is with much pride that the American Camping Association presents this publication. The Year-Round School Symposium is a prime example of the ability of an association to respond to an issue that is timely and relevant to its members and the industry. The topic for the year-round school symposium evolved from the ACA Private Independent Camp Council, was planned by ACA members and staff and was conducted in cooperation with an ACA Section.

The symposium provided an opportunity for people to become more informed about the impact of year-round education, year-round schools, and year-round calendars on the camping industry. It was not only a forum for becoming informed, but for expressing opinions, doubts, frustrations, successes; and perhaps most important, an opportunity to examine, and for some, determine directions, focus, and actions needed to pro-actively deal with the issue.

As America moves forward, social, psychological, physical, mental, and spiritual changes will occur among its citizens and the major elements of the environment which will evolve to be a reflection of the people who use it. If change is inevitable, our challenge is not to maintain tradition simply because it is tradition, nor is it to change just to be changing. Our challenge is to determine how we can best utilize our formal and informal education skills, knowledge, experiences, and resources to meet the developmental needs of youth and serve adults while maintaining minimum impact on the environment.

Papers in this document will refresh the minds of those who attended the symposium and will greatly benefit those who were unable to attend. Kathleen Trotter stated during the symposium, that "facts don't cause outcomes, people cause outcomes. How you deal with

the facts determines your outcomes." The Year-Round Symposium was a presentation of facts, not all the facts, but enough that one can begin to develop strategies for dealing with it.

John A. Miller
Executive Vice President
American Camping Association

PREFACE

This document highlights the proceedings of the 1990 Year-Round School Symposium sponsored by the American Camping Association. Over ninety participants representing public, and private day and residents camps, youth serving agencies, public school districts and a variety of professional disciplines from twenty-one states were attracted to the symposium site in Tampa, Florida on November 8 and 9, 1990. They were drawn from throughout the United States. The interest and support generated by the participants reflected the urgency, timelines, and relevancy of the symposium and its focus on the year-round school concept and its impact on the camping industry.

The purpose of the symposium was:

1. to explore the developmental needs of youth as addressed by both the camping industry and the public education system;
2. to present the facts on the year-round school movement and how it is currently being espoused by its proponents;
3. to discuss the potential impact of the movement on the camping industry; and
4. to give participants an opportunity to process the information in relation to their own situation as well as provide input to the ACA National Board for the potential development of a position statement on year-round schools.

A group of eleven presenters, including several nationally recognized authorities, were selected from a substantial number of qualified candidates. The presentations included keynote addresses, panel presentations, and small grou› presentations and discussions.

It is hoped that this document, at least in part, captures the spirit of the symposium and that it provides a framework to enable camp professionals and school personnel to better understand the dynamics of year-round education, year-round schools, camping, and the areas where they are compatible and mutually exclusive. Hopefully, this understanding will result in more and better outdoor camping experiences for youth and adults.

Dave VanDerWege
Symposium Chairperson
Director of Member and Field Services
American Camping Association

ACKNOWLEDGEMENTS

Grateful appreciation is extended to the ACA Private Independent Camp Council for recommending that the ACA sponsor a Symposium on Year-Round Schools.

Special recognition is due the ACA Florida Section for hosting the symposium. Suzanne Gagan, President of the Florida Section and Director of Camp Thunderbird and her assistant Kay Ash, worked tirelessly identifying and securing complimentary samples and gifts from local businesses; transporting people to and from the airport and hosting the "Saturday night on the town" in historic old Tampa.

A special thanks is due Mrs. Patrice Day for her patience with the Editor and her thorough and efficient word processing of the manuscript. A note of thanks is also extended to ACA Graphic Artist, Kimberly Ewing for developing the cover of the manuscript and to ACA staff members, John Miller, Marge Scanlin, Ed.D., Dave VanDerWege, Grechen Throop, and Chris Brokaw, for a fine job of assisting with the editing of the manuscript.

Last, but not least, sincere appreciation is due the authors for their time and efforts to meet the editorial deadlines.

INTRODUCTION

James C. Cox, Ph.D.

Individuals associated with the camping industry have "cussed" and discussed the Year-Round School concept since the late 1960's. A great deal of time, energy, and resources has been expended by camping professionals in an attempt to learn more about the concept and it's potential impact on the camping industry. To say the least, emotions have run quite high among camping professionals. Some fervently oppose it and others fervently support it.

In 1971 American Camping Association members and staff conducted a rather lengthy review and study of the year-round school issue and it's implications in relation to organized camping (Schmidt, 1971). They studied the pros and cons of "the extended school system" as it was called at that time. By and large, there was little evidence to indicate that year-round schools would have a positive impact on traditional 4 to 8 week resident camps. As a matter-of-fact, the evidence established quite conclusively that year-round schools would have a negative, if not disastrous affect on long-term resident camps. On the other hand, evidence and educated guessing suggested that there would be expanded opportunities and markets for short-term resident camps and day camps.

While proponents of the year-round school concept were quite optimistic in their projections for nationwide acceptance and growth of the concept, other less optimistic futurists almost dismissed the growth as inconsequential. After all, as of 1971 there were only 107 out of 108,875 school districts operating year-round school programs in the United States. ACA at that time, cited the following certainties that would influence acceptance or rejection of extended school years (year-round schools):

1. People are reluctant to change.
2. There is a need for more planning, experimentation and research.
3. Time. It will require more than a decade for the extended school year

to receive wide acceptance.

4. If legislatures deal with the issue, laws will be mainly permissive.
5. Search for ideal solutions will continue.
6. The "tug-of-war" between economic necessity, political expediency, and the basic goal and purpose of education itself will be around for some time. (Camping Magazine, 1971)

ACA concluded its prognosis with the statement, "Hopefully, the proponents of 'what is best for our children' will be heard in sizable enough numbers to make a difference."

To the surprise of many and the dismay of others, the concept didn't go away. As a matter-of-fact at the close of 1990, 800 school districts in 22 states in the United States have adopted the year-round school concept. Charles Ballinger, Executive Director of the National Association for Year-Round Education, predicts that the number of schools will double to 1,600 by the end of 1991. Highly populated, moderate to warm climate areas such as California, Florida, and Texas have the largest number of year-round school programs.

Once again, the tide of emotion is rising. Almost two decades have passed and while there has not been wide acceptance of the concept, acceptance, contemplation and implementation is on the increase. The issues for camping have remained basically the same as has the driving force for establishing year-round schools in geographic areas that have traditionally been most receptive to adoption of the concept. However, significant societal changes have occurred in values, family structure and roles, and economics.

In November 1990 ACA, in response to requests from its membership, held a national symposium to again address the year-round school issue. In order to establish a common frame of reference for the reader of this document the following definitions are offered.

YEAR-ROUND EDUCATION

Year-round education is a philosophy of learning that is generally defined as a continuous process of active learning that occurs in the home, the school, and the community with parents, teachers, friends, co-workers, fellow students, agency administrators, program leaders and significant others from the community serving as teachers and role models in the educational process of people of all ages.

Year-round education goes beyond the traditional concept of:

(2 X 4 X 6 X 9 = EDUCATION)

that is,

2 covers of the book X 4 walls of the school X
6 hours of the school day X 9 months of the year =

EDUCATION !

Year-round education is not schooling! It is a life long process and can't be confined to the 2 x 4 x 6 x 9 concept of education.

YEAR-ROUND SCHOOLS

Year-round schools are most commonly defined as places whereby educators hope to better meet the needs of students through varied instruction and efficient use of physical school facilities on a 12-month basis.

The year-round school concept generally causes formal education programs to take precedence over all other educational/recreational experiences even though most Year-round Schools do not add more days to the traditiona 180-day school year. The driving force behind the year-round school concept is usually financially strapped school districts

who must find inexpensive or least expensive solutions (there is evidence that these inexpensive solutions are only short-term) to growing demands for classrooms as a result of increased student population in the school district.

YEAR-ROUND CALENDARS

Sometimes, the term "Year-Round Calendar" is used in reference to year-round schools. Year-round calendar is generally defined as the scheduling of the traditional 180-day school year over a 12-month period either in single or multiple tracks. Examples of single and multiple tracks are:

1. The single-track plan realigns the traditional 180-day school year into periods of instruction followed by vacation (called intersession). Examples of realignment include: 1) the 45-15 plan, which is four nine-week terms of 45 days separated by four three-week vacations or intersessions. Other single-track plans are the 60-20 Plan, the 60-15 Plan, and the 90-30 Plan. The main advantage of the single-track plan is said to be consistent pacing of instruction and reduced learning loss as a result of shortened vacations from school. The single-track plan does not reduce overcrowded school population conditions.

2. The Multi-Track Plan is a scheduling alternative to address the over-enrollment of students for an available space. Using the 45-15 single track concept, as an example, administrators can modify it to combine several groups (tracks) of students in such a way that available space increases by 20% to 50% without building new facilities. The major advantage of this kind of realignment of the school year is said to be increased capacity of the physical school facility and reduced learning loss.

3. Other realignments are the Trimester Plan, the Quarter Plan, the Quinmester Plan, the Concept Plan, the Five Track-Five Term Plan, and the Feasible All-Year Plan (Ballinger, 1987).

EXTENDED SCHOOL YEAR

This is generally defined as the addition of "X" number of days to the 180-day traditional school year. The traditional summer vacation remains as a part of the schedule but is reduced in total number of days. For example, two elementary schools in New Orleans, Louisiana, now have an extended school year of 220 days.

There is a great deal of discussion today in national education circles regarding the extended school year because American educators are taking "heat" due to the poor academic performance of U.S. students when compared to students in other countries, especially Western Europe and Pacific rim countries. Japan mandates 243 school days, Taiwan 240 days, and South Korea 220 days. The United States is second to last of all industrialized nations in terms of the length of the school year. Belgium is last with 160 school days (Cooper, 1990).

While there is support for extending the school year, many educators and citizens take the March, 1990 position of U.S. Education Secretary, Lauro F. Cavazos, to "advocate for more efficient use of school time or a longer calendar for those students who fall behind their classmates rather than a carte-blanche extension for all students." Furthermore, he said "there are some fundamental questions that need to be asked such as, how do you use the time you already have and what are you going to do with the extra time?" These questions closely align with the notion that **classroom time alone does not produce a well-educated person.**

CAMPING

Camping is generally defined as a sustained experience which provides a creative, educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth.

The outdoor camp experience has always been intertwined with education. For example,

L.B. Sharp formalized this notion when he introduced the concept of "camping education" which was built on the idea that the principles of education could be applied and taught within a camp setting (Sharp, 1930). In the 1940's, the concept of the "school camp" became prevalent when school was moved to a resident camp for an outdoor experience (Kauffman, 1990). In the 1950's, the term "school camping" gave way to outdoor education which broadened the concept (Kaufman, 1990). Hammerman and Hammerman (1964) stated that the ultimate educational experience in the out-of-doors is the resident outdoor school in which teacher and his pupils live, work, and study for several days in an outdoor setting..." Today, camping continues to focus on education, learning, and fun in a natural environment but with increased emphasis on minimum impact to the environment.

OUTDOOR EDUCATION

Outdoor education is generally defined as education "in", "for", and "about" the out-of-doors where "in" refers to taking a classroom outdoors; "for" refers to preparing students for outdoor recreational pursuits; and "about" refers to environmental education components (Ford 1981 and Council of Outdoor Education 1989). Based on the notion that there is a lifetime need to be educated about the outdoors, it stands to reason that there is a constant need to incorporate outdoor life skills training and experience into the year-round education continuum. With rapidly changing technology, artificial environments, and behavior modifications that are a reflection of the times; the camp experience plays an integral role in dealing practically with: 1) change and man-made environments; and 2) understanding, feeling comfortable, appreciating, and surviving in a natural environment.

YEAR-ROUND EDUCATION AND CAMPING

It is evident that year-round education, camping, outdoor education and experiential education are extremely compatible especially in light of the seven developmental needs of young adolescents as identified by the Center of Early Adolescence at the University of North Carolina. The developmental needs were identified as a result of an indepth review of the literature and critical research. Those needs as presented by Dr. Peter Scales, at the Year-Round School Symposium are:

1. Positive social interactions with peers and adults;
2. Structure and clear limits;
3. Physical activity;
4. Creative expression;
5. Competence and achievement;
6. Meaningful participation in home, school, and community;
7. Self definition;

The concept of year-round education and camping focuses on people, skills, knowledge, and their interaction in home, school, community, and natural environments. In any of the above settings, one is able to learn by doing and observing that which he/she has learned by reading and verbalizing in formal education program.

One of the basic tenets of year-round education and camping is the use of the natural environment as a learning lab, both indoors and outdoors, to practically demonstrate the use of knowledge and behavior. Incorporate this line of thinking in relation to the seven developmental needs of young adolescents, and it becomes easier to understand the educational compatibility of year-round education and camping. The value of the camp experience in relation to the seven developmental needs of youth has been demonstrated repeatedly in various research and study projects. Furthermore, a great deal of research has been conducted in the experiential education area that lends credibility to this statement as well.

It is recognized that camping is not the only vehicle for delivering outdoor and experiential education. But, it should be pointed out that **camping provides one of the best opportunities to incorporate the two concepts into a single delivery vehicle that focuses on the seven developmental needs of youth.**

YEAR-ROUND SCHOOLS AND CAMPING

Friends and Foes

If it is evident that year-round education and camping are compatible, it should be equally evident that year-round schools and calendars as presently being implemented by some school districts are not as compatible with camping, especially the traditional summer long term resident camp.

All too often, proponents of year-round schools espouse the values of year-round education as a mask or smoke screen to bring about reduced school building and operating costs. They are more motivated by finances than they are by education. In a review of the literature, one invariably finds finances listed as the primary driving force behind the desire to establish year-round schools with year-round calendars. Education is always ancillary in the reasons given for establishing year-round schools. This is not to say that there are no educational benefits to students as a result of year-round schools and calendars. Proponents are quick to point to improved student academic achievement which is usually attributed to reduced learning loss as a result of shorter vacation times away from the school.

Conversely, there is evidence to indicate that year-round schools and calendars cannot be advocated as substantial money savers or a quick fix to radically improved academic achievements. It is estimated that year-round schools require about a 20% to 40% increase in costs on an annual basis. These costs, when amortized over the life expectancy of the cost of a new school building, leave a negative balance with no physical property left to offset the costs.

Opponents of year-round schools and calendars consistently point to the axiom that teaching traditional education in a year-round calendar does not appreciably change things. If additional days are not added to the traditional 180 day calendar and/or education does not occur during the intersession, **year-round education is not occurring.** It is simply school as usual with a modification of the 9-month schedule. In as much as it is calculated that an 18 year old person only spends about 8% of their life in school, it becomes easier to

understand why the school can't be all things to all people. Opponents also point out that it is more difficult to schedule and generate significant participation in extra-curricular activities. Student transfers from one school and/or district to another is difficult if the school being transferred to is not on the same schedule; and lack of building air conditioning is a problem for many students and staff during the summer months.

The most common complaints registered by parents, tend to center around difficulties in arranging for child care and family vacations. This is especially true for working parents who have children in multi-track school calendar programs. The answers given by proponents for year-round schools to resolve these issues are often seen as unreasonable by parents.

A major objection leveled at the schools by private and non-profit camps, agencies, organizations, and businesses focuses on the competition for programs and participants that is created when schools offer their own programs after school and during the intersession (vacation break). **Camps and agencies argue that the school's can't replace the broader educational legitimacy of public and private camps, YMCA's, YWCA's, Park Departments, Boy Scouts, Girl Scouts, Camp Fire Inc., and others.** They further argue that the school cannot have complete authority, either in fact or in power by position, over the students informal educational experiences. In short, their position is that the school can't be all things to all people.

Another problem centers around the monopolization of buses which are traditionally leased from the school or private contractors to provide transportation for camp/agency/organization/business activities and events. Both have need for the buses at the same time of the day when the school operates on a 12-month calendar.

Historically, year-round schools have been pursued by education administrators with a great deal of dialogue taking place between educators; and little between educators, parents and against Boards and Departments of Education by determined parents and community

members. Efforts to bring about extended school years have followed similar patterns. For example in the fall of 1983 the School Board of Polk County, North Carolina, added for two years, twenty days to the 180-day school calendar. Parents and community members were vehemently opposed to this action and ultimately voted out the old School Board and voted in new School Board members who did not support extended school calendars. The old Board action was reconsidered by the new Board and dropped in January of 1985. In 1987, the Los Angeles, California, School Board voted to go to year-round schools but one week later, rescinded the vote. However, because of a pressing increase in the student population, Los Angeles County will implement year-round schools district-wide in July of 1991, thereby becoming the largest school district in the nation to adopt the year-round school concept.

Given the proposition that the year-round schools concept, **as it is presently being implemented** by some school districts, is not compatible with camping (especially traditional long-term resident camps) it is to the advantage of consumers (youth and adults), camp owners and administrators, and service providers to explore ways in which in the needs of today's youth can best be met.

It is clearly important that there be a partnership in providing formal and informal educational learning experiences for youth. The role of camping in the total education process is perhaps encapsulated in a statement by Mary Faeth Chenery (1987) when she said, "A good camp experience does not cause a person to grow up and have a happy and successful life; but good camp experiences may create some of the conditions and provide some tools which seem to enable a person to develop strengths and overcome handicaps which may make it more probable that adulthood will be a happy time."

Without a doubt, the camp experience has a proven track record in meeting all seven developmental needs of youth. This has been demonstrated in day and resident camp experiences throughout America for several decades. Furthermore, without a doubt the school cannot be the sole proprietor for childhood development and all formal and informal educational experiences. The challenge, therefore, is for camps, agencies, organizations,

businesses and schools to look for opportunities to work in harmony and deal with change to the benefit of our society.

It was with this purpose in mind that ACA brought together experts from the fields of year-round education, developmental needs of youth, and camping to address the issues and recommend a course of action. The information that follows is a summary of information presented at the symposium and does not necessarily represent the beliefs or philosophy of the American Camping Association.

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THE DEVELOPMENTAL NEEDS OF YOUNG ADOLESCENTS TODAY AND TOMORROW

Peter C. Scales, Ph.D

I'm pleased to be able to speak to you today about the needs of young people as you consider the issue of year-round school calendars.

I essentially have two messages today. The first is that education is not the same as schooling and I'll get back to that. The second is that the shape of our programs too often are driven by institutional concerns rather than by what young adolescents need. One of the more poignant notes in our files at the Center for Early Adolescence is an example. It is a note from a parent to a school official. It reads, "Please do not keep Johnny after school, so he can go to Boy's Club, and learn how to read."

In the United States, the last decade of the 20th century already is turning out to be one of our most challenging. The world political order is changing, our country's demographics are undergoing a remarkable shift toward a greater ethnic and racial diversity and variety of family structures than ever, and we are coming to deeply appreciate that the economic capacity we create depends ever more fundamentally on helping every child reach adulthood successfully.

To achieve that goal, to promote the healthy growth and development of all young adolescents, requires that we stop thinking about single problems, narrow solutions, and brief time frames. It requires that we revolutionize the way we prepare youth for the future and turn upside down the way we think about preventing social problems. It requires that we know what young adolescents are going through as they develop and that we are continually asking the question, how does this strategy, this policy, this program, meet their developmental needs?

Today I'm going to talk about what those needs are, and in the context of some of the larger

trends we can project, what this means for policy and program.

Year-round school calendars could well become the norm before too long, but the distinction between education and schooling is important and not frequently drawn enough.

Now, I am not as cynical as Mark Twain, who once advised young people not to let their schooling get in the way of their education. I do, however, agree with educator Leona Okakok, an Inupiat Eskimo, who defined education as the "sum of learning acquired through interaction with one's environment, family, community members, schools, and other institutions." That single statement says a lot. It says first that education is active, not passive. It is acquired through interaction. It is social, not individual. It is informal even more than it is formal. Sex educators like to say that sex education is "caught more than taught" and I think that captures the spirit well.

The order in which Okakok lists what is important gives us a powerful lesson as we seek to help young people identify roots and stability in a changing world: environment, family, community members, then school, and still later, other community institutions. That order is something your programs reflect.

Okakok talks about the purpose of education being to equip a child for success in the world he or she will live in, not the world we wish they would live in, and certainly not the world that we lived in. Again, what outdoor education and recreation programs offer has increasingly vital importance to the young people who will become our leaders within the next one-to-two generations. Helping them go beyond tolerance of differences to appreciation of political, religious, racial, and ethnic diversities as strengths, helping them be able to adapt to change, to conserve and renew resources, to have a deep respect for the ripple effects that characterize how all things relate to each other -- these lessons help equip them for success in the world they will live in and ultimately run, for the good of us all.

WHO ARE YOUNG ADOLESCENTS?

We have to start by looking positively at young people.

Now, I know it may be a little early in the day for this, but there is a lesson for us that comes from particle physics. The Heisenberg uncertainty principle says that, because of the nature of subatomic particles, we can never know simultaneously both their location and their direction. Nature forces us to choose which perspective to take. I believe when it comes to young people, we also must choose which perspective to take. We can choose to do what we usually do, and that is to focus on their location or current status and to therefore emphasize the statistics of social problems, pathology, and youth at-risk. Or we can focus on the positive direction in which we want young people to be headed.

We can choose to see the metaphorical glass of adolescence as half-full or half-empty, to be filled with realism or filled with wishful thinking.

Please do us all a favor -- if you are a realist, don't work with young adolescents. We must focus not on what is wrong with them, but on what is right. We must view young adolescents through the lens of positive possibilities.

Young adolescents are 10 to 15 years old. They are neither children nor young adults, but a little of each. From 10 to 15 years of age seems a brief speck of time in the total scheme of things. But how long, how eternal it could feel living through it. Our senses of time, place, self, and others, change dramatically in these few years, altering our view of the world and our role in it.

An old Chinese curse goes, "May you live in a period of transition and in truth". For some young adolescents the period from 10 to 15 must seem like a living ancient curse."

Author Mike Rose captures it well when he writes about adults use of the term "Budding Adolescence." "Only adults talk about adolescence budding. Kids have no choice but to talk in extremes; they're being wrenched, buffeted, and rabbit-punched from inside by systemic thugs. Nothing sweet and pastoral here."

And yet the research of Daniel Offer and others has shown that probably for the majority

of young adolescents, the period is not filled with terrible buffeting, storms and stress, but is relatively problem-free. They experience physical, social, cognitive, moral, and emotional challenges and may experience periods of upheaval, but by and large they meet those challenges in relative peace.

The academic and popular press tell us that roughly one quarter of the 19 million 10 to 15 year-old's in the United States are at high risk of failing at school, abusing drugs, becoming delinquent, or an adolescent parent. Some estimate that another quarter are at moderate risk. These statistics help draw attention to the needs of many adolescents and yet they paint a misleading portrait of many others.

The other picture of young adolescents is one of positive possibilities. One in which 7 in 10 15 year-old's have not had sexual intercourse, one in which 8 in 10 young people do not have a drinking or smoking problem, and one in which 8 in 10 say they are happy with their family lives.

But many of us fail to see this picture much of the time. There is a body of literature showing that junior high teachers have more negative opinions of young adolescents than elementary or high school teachers do of the children in those younger and older age groups. Even parents, who should know better, underestimate by factors of 3 to 5 the proportion of their young adolescent sons and daughters who say they are very concerned with issues like poverty, hunger, and homelessness. Is it really surprising that studies from both Chicago and Minnesota show that the majority of young people believe adults have negative opinions about them? And when do young people really jump in their belief that adults don't think very much of them? When they enter early adolescence.

PREVENTION AND EARLY ADOLESCENCE

Well, we must focus on the positive possibilities of young adolescents, and a broader youth development approach to prevention. This approach is continuous and doesn't depend on crisis and catastrophe for its energy.

There is an old country song that describes how we've tended to think about prevention,

alternating between being overwhelmed and being unconcerned. It seems this fellow had a leaking roof and never quite got around to fixing it. One day, in exasperation, his friend asked, "Why is it in all this time that you've never got around to fixing that leak?", and the fellow said, "Well, when it's not raining, the leaking stops!"

Whether we are talking about prevention of a first or subsequent adolescent pregnancy, prevention of school dropout, or prevention of substance abuse, research is showing us several things that are important lessons as we look at the relationship between schooling and other facets of a young person's life.

First, these phenomena tend to be interconnected. They do not occur in isolation from each other. Young people who abuse substances are more likely to be involved in an adolescent pregnancy. Those who are failing at school are more likely to abuse substances, and the circle goes on.

Second, the "risk" of these phenomena occurring does not suddenly emerge "tabula rasa" in mid to late adolescence but builds predictably under certain conditions throughout infancy, early childhood, and early adolescence. Moreover, the research on "protective factors" shows that the presence of a single risk indicator is not usually significant, but that two or more indicators of risk do geometrically raise the likelihood of an adolescent experiencing such problems.

But third, and perhaps most important, many children and adolescents who have multiple risks in their lives do not develop serious problems, and we know why.

The Search Institute did a study of nearly 47,000 adolescents in the 6th through 12th grades, and looked at assets as well as risks. They divided assets into four categories; (1) a positive family life; (2) positive school experiences; (3) participation in structured youth activities; and (4) a feeling of belonging to a church or synagogue. Kids who were strong in all four assets had six times fewer problems in their lives than kids who weren't strong in any.

Experiencing success and building self-esteem, having the warmth of at least one close relationship with an adult, and having positive community connections occur time and again as keys to helping make young people resilient even in the face of the most challenging life circumstances.

The inescapable conclusion is that the best way to prevent problems among youth is to affect the adolescent in his or her whole ecology of family, school, and community, and to focus, not really on "prevention" at all, but on what it is we want to promote, on the positive direction in which we want young people to be headed.

In the end, our intention should be for young people to feel both loved and influential. It is that simple. Let me give you an example. I'll do you a favor and distill all the research on dropout prevention for you. It is not that complicated. Here it is:
Young people are more likely to stay in school -- if they like being there. They're more likely to like being there if they feel safe there, if they have successes there, if they feel there is someone there who knows them personally and cares about them, and if their friends, parents, and neighbors are proud of and respect them for their school achievements.

It amazes me to think some people get grants to come up with stuff like this!

Let me sketch in some more details on what young adolescents are going through developmentally.

DEVELOPMENTAL ISSUES

Young adolescents are moving into puberty with its heightened sense of sexuality, and for many, the confusion that comes with that awareness.

They are grappling with ambivalent feelings of independence from and dependence on parents, wanting to be able to turn to parents and other adults without being suffocated by them.

They are finding out what they are good at, what they enjoy doing, and what they believe in.

They are learning where they fit in and how they are or are not accepted by the wider society, what it means not only to be a young man or young woman, but what it means to be middle class, to be gay or straight, to be African-American, to have a disability, to be catholic, to be an immigrant and more.

In fits and starts, they are forming identities, first with groups, and ultimately, personal senses of self in relation to the world.

Regardless of the larger social trends that may occur in the 1990s, this developmental process will still unfold. We still will have to help young adolescents answer "Yes" to these fundamental psychosocial questions: Am I competent?, Am I Normal?, and Am I lovable and loving?

Now let's look briefly at three main areas of development during early adolescence: physical, cognitive/moral, and social development.

MAJOR AREAS OF DEVELOPMENT DURING EARLY ADOLESCENCE

1. PHYSICAL

The developmental context of early adolescence is most profoundly shaped by physical development, with the ages 10 to 15 being a time of accelerated development. If all young people developed on equal schedules, this acceleration would be a less critical fact, but in any group of adolescents at the same chronological age, there is enormous variation in growth rates. Some girls begin their accelerated physical development around age 9 1/2, some boys not until the end of early adolescence, so you could have two 15 year-old's who are as much as six years apart in their developmental processes.

The Search Institute in Minneapolis reported that nearly 40% of 6th grade boys and 60% of 6th grade girls worried a lot about their looks, with the figures rising through the 9th

grade. No wonder. If infancy has its "Terrible Two's" -- "T W O" -- then early adolescence has its "Terrible Too's" -- "T O O": Too much, too little, too fast, too slow.

Physical changes are related to perceptions of self, and it seems, in different ways for boys and girls. "Early maturing" boys tend to be happy with their status, scoring higher on self-esteem measures, while girls who mature before the female average tend to be less happy, scoring lower on self-esteem.

The social world into which young adolescents are emerging reflects why this might be so. Carol Gilligan's latest case studies of young adolescent girls suggest that, as a result of gender role socialization, the confident 11 year-old often becomes confused and quiet by age 16. Daniel Offer and his colleagues who studied nearly 6,000 adolescents in ten countries concluded that boys from the United States to Bangladesh generally had higher levels of self-esteem, and that despite changes in industrialized nations, there is still more power and prestige among young mens' life options than there are among the life options young women have in these societies. Young women in early adolescence really begin to see this for the first time.

2. COGNITIVE/MORAL

Changeability, variation, and ambivalence are common in early adolescence, and the development of cognitive/moral capacities is no different than physical development in this regard. In cognition, however, we sail on perhaps the murkiest of developmental waters. The research does not clearly suggest that early adolescence is necessarily the demarcation period for formal operational thought and abstract thinking. Indeed, Kohlberg and Gilligan estimated that, by this standard, 50% of Americans never even reach adolescence.

In rough probabilities, however, the 10 and 11 year-old is more likely to think concretely and egocentrically, to focus on right now, to have rigid standards and rules. You don't want to be punished by most 10 year-olds.

The 14 and 15 year-old is more likely to be able to consider possibilities in the abstract, to

see things from someone else's point of view, to allow perceived consequences of behavior to temper the desire for immediate gratification, and to note exceptions to the rules.

Thirteen year-old's are probably the most malleable of all, sometimes appearing cognitively more like a 10 year-old and sometimes more like a 15 year-old, but constantly grappling with the world cognitively. When I was 13, my father's advise to me, offered with equal doses of love and frustration, was "You think too much." All 13 year-old's think too much.

One more note here on gender. Gilligan's work has suggested that young males are more likely to base moral decisions on a standard of justice, or what is right by laws of reciprocity. Young females are more likely to apply a standard of caring, judging what is fair by the principle of inclusion of others.

Despite Gilligan's warnings not to do so, we are already letting this research create new gender-based myths. Other, less well known research suggests that at least half of young adolescents, when asked to do so, can articulate both morally perspectives on a problem. Their moral reasoning capacities are greater, more varied, and less gender-specific than we have assumed.

3. **SOCIAL**

Socially, the young adolescent does distance himself or herself from parents, but that is hardly the rejection it has been portrayed to be. Large majorities of adolescents say they'd rather learn about sexuality and other important matters from parents than from peers, and the great majority say they agree with their parents' views on sex, politics, and religion. In fact, over the last sixty years, the research has been remarkably consistent in showing that the main areas of parent-adolescent conflict is curfew hours and chores at home and not the larger societal issues.

It is an unanswered question as to who has the greater challenge during early adolescence, the young person developing an identity while trying to remain connected to others, or the parent trying to accept that change but still hanging on to their child. The child who always

asked for mom's permission now asks for privacy. The one who asked dad for approval now demands respect. He or she may no longer want to go to church, visit relatives, have the same bathing or dressing habits, or the desire to tell parents what went on at school or where they plan to go with their friends. "Can Sally come out and play" turns into "we're going out". The modern parent says, "Where honey?" "Around." And "around" is the place parents fear most.

Those of us who study adolescence have tended to over-emphasize independence and give too little attention to the importance of attachments and how they are transformed during early adolescence. One writer described it well in saying that young adolescents are trying to explore intimacy "at a distance." I like that image.

SEVEN DEVELOPMENTAL NEEDS OF YOUNG ADOLESCENTS

The center for early adolescence has reviewed the research, and created a list of seven developmental needs which young adolescents have. **The trick for us as practitioners is to translate what young adolescents need into what our programs look like.**

Because of their enormous developmental diversity, 10 to 15 year-olds' require a variety of types and levels of activities designed to meet these seven developmental needs:

The most successful schools can meet these needs. But the protective factors research I've discussed reminds us that school isn't the only part of an adolescent's life. One observer has calculated that by age 18, schooling itself has taken up only 8% of a young person's life. **The most successful outdoor education and recreation programs can also meet all these needs.** Working together, schooling and camping activities can create a powerful force that is education in Okakok's sense of equipping young people for success by helping all young adolescents feel both loved and influential.

Let me tell you about the "Saturn School of Tomorrow". That's what they call it. It's a year-round, grades 4-6 (soon to be 7) school in St. Paul, Minnesota. Courses are largely designed on the growth plan that each student works out with a parent and teacher.

Businesses, museums, Y's, and others, are integral parts of a broad education during their school days. They have everything from a required research methods course to novel writing and student court. Some of you are concerned about winter. (After six years in Alaska, I'm not much afraid of winter.) Well, the Saturn School has a course called "winter life" in which the students go snowshoeing and cross-country skiing. They are really meeting developmental needs.

The seven developmental needs of adolescents are:

1. POSITIVE SOCIAL INTERACTIONS WITH ADULTS AND PEERS

Margaret Mead perhaps put it best when she said that we need to "redesign our lifestyles so that institutions for children are again play spaces within communities of adults of all ages with different economic and social status".

Young adolescents need more positive connections to their communities. For many communities, ensuring access to safe, well-equipped parks and neighborhood libraries may be one of the most important components of a total youth development program. For example, studies show libraries are one of the most favored places young adolescents like to be, and they are equally accessible to kids from all socioeconomic groups.

People say, Oh, but they just go there to hang out. I say, People, there are books there! It's a great place to hang out.

Emmy Werner's thirty year study of resilient children from the Island of Kauai found that one of the strongest determinants of a resilient adulthood was the presence during one's late childhood and early adolescence of a network of family and friends encompassing several generations. The national high school and beyond study of 1980-1986 found that one of the strongest predictors that an adolescent female, white or African-American, would avoid adolescent childbearing was the sense that young woman had, that her parents "cared" for her.

In the 1990s, the greatest challenge we have is how are we going to ensure these caring

adult relationships for all young people. This is a huge role for outdoor education and recreation programs to play. Although the divorce rate has leveled off somewhat. It is estimated that 7 in 10 white children and 9 in 10 African-American children born in the early 1980s - the young adolescents of the 1990s - will spend some time in a single-parent family by the time they are seventeen. Even in two-parent families, the majority of parents now work outside the home just to make ends-meet. We know that as the time a young adolescent spends alone after school increases, so does their chance of abusing substances, doing poorly in school, and a host of other problem behaviors.

Whether year-round school is a good idea or not, it won't do any good by itself. **Changing the shape of the school year without changing the shape of the school day will get us nowhere.**

2. STRUCTURE AND CLEAR LIMITS

Judy Blume printed a letter from a ten year-old who spoke for many in the age group when she wrote, "Why don't you write a book on a girl who is at the state of, 'I don't want to be a little girl anymore but then again, I do...' I wanted to feel like an older kid but I still wanted to be my parents little girl. I don't want to tell anyone about that." (Letters to Judy, P. 156)

PHYSICAL ACTIVITY

A girl scout leader I had in a class last year, said she always starts the meetings by having the eleven year-olds literally run around the house a few times -- she got an "A" in my class;

4. CREATIVE EXPRESSION

In situations where they are not being graded, young adolescents need opportunities to explore and express to the external world who they are inside, be that in music, writing, sports, cooking, or in making up games for younger children to play.

5. COMPETENCE AND ACHIEVEMENT

This is different from creative expression. Young adolescents also need to find out what they are good at. Every young adolescent needs successes, but not all are equally skilled in the verbal-mathematical structures that predominate in their primary community institution -- the school. This is the age at which we must help young adolescents discover their personal talents, whether that is building things or helping others, and nurture them to the fullest.

6. MEANINGFUL PARTICIPATION IN FAMILIES, SCHOOL, AND COMMUNITIES

They need to discover, not only how these institutions work, but that they have a role in making them work, in making them better, from participating in important family decisions to helping plan church youth group activities.

We have to provide young people with opportunities to increase not only their self-esteem, but their sense of self-efficacy. Self-esteem is believing "I am somebody" self-efficacy is believing "I am somebody whose actions matter, who has an impact, who makes a difference." It has "age of commitment." This means commitment not just to people but searching for belief in oneself, belief in ideals, and finding faith, both secular and religious. Through meaningful participation, we can help young adolescents discover what they are going to stand for. Eleanor Roosevelt once said, that if you don't stand for something you'll fall for anything. We want young adolescents to stand for something.

Young adolescents are at the developmental stage when they are cognitively increasing their capacity to understand others' needs, and to give to others. Adults have to create opportunities to engage that increased capacity for giving. There are countless examples of 10 to 15 year-old's giving to others and helping to make their communities better places in which to live. Young people are conflict managers in their schools, urban planners in their cities, peer counselors in their places of worship, and mentors for preschoolers in Head-Start Centers. In every one of these cases, too, some of the most "high risk" and vulnerable adolescents are acting as leaders and as helpers of others.

7. SELF-DEFINITION

Young adolescents need to try new things and hold many different mirrors to view themselves in as part of the process of self-discovery. Self-definition is really an outcome of the other six needs being met, as well as a need in it's own right.

Now if you look at this list in relation to traditional strengths and weaknesses, the average middle or junior high school does real well with structure and clear limits, but not with much of the rest. It's been said that no institution has been invented that does a better job of screwing up kids than the Junior High.

That is why there is a movement now toward developing middle schools, or at least toward schools adopting a middle-school philosophy, that tries to respond better to all these developmental needs. More and more schools are trying to provide young adolescents with positive relationships with adults by breaking large schools into smaller "houses" with group identities. More and more schools are trying to ensure competence and achievement for all adolescents through elimination of ability grouping and tracking, more cooperative learning, and interdisciplinary team teaching. **Outdoor education and recreation programs have been doing all these things for years!** But these schools, while increasing in number, are still in the minority. And what of the needs for physical activity, for creative expression, for truly meaningful participation in the workings of community institutions? This is where camping, outdoor education, and recreation programs have special strengths, in addition to your parallel strengths of fostering positive adult-adolescent relationships and providing adolescents with many opportunities to experience competence beyond the verbal-mathematical paradigm, which is the single type of intelligence so prevalent in the schools.

Young adolescents tend to be filled with energy. If you're a tired person, don't work with them - they're enthusiastic. If you're easily bored - don't work with them. They take chances - if you like to play it safe, then go play somewhere else. They are generally optimistic, so if you're a down person, get down somewhere else.

Fourteen year-old tennis star, Jennifer Capriati, is in some respects not a very typical young

adolescent. And yet there was pure early adolescence in her post-match interview after getting thrashed by Steffi Graf at this years U.S. Open. "At the beginning, I couldn't hit the ball," said Capriati, who was overly excited. "Just going out there knowing that you're on the stadium court and everybody is going to be out there watching." A minute later, this same young adolescent calmly said, "If you don't lose, you don't learn. Every match you lose, you learning something from it."

CONCLUDING THOUGHTS

The increasing use of the year-round school calendar is just one change that is occurring in schooling today. To live up to the spirit of education in the broad sense that Okakok discussed, however will require more. It will require a change in how we design the fabric of all our lives.

There are many opportunities for camping and outdoor education and recreation programs here, but only if change is embraced. Schools must change, yes, but so must the way businesses relate to families and to schools, so must the way camping programs relate to families, schools, and businesses. Eliot Wigginton, who helped adolescents put together the Foxfire books, wrote that people who can't remember their past are not only destined to relive it--they also tend to impose it, "mistakes and all," on others. We can't afford to let that happen.

We have to be willing to take some chances. The Canadian chemist John Polyani, winner of the 1986 Nobel Prize, tells a story about Copernicus. He says that Copernicus waited until near death to state that the earth was not, after all, at the center of the universe, not so much because he feared the reaction of the church, but because he feared the "much more terrible prospect of being laughed at by his colleagues."

Why couldn't each school, year-round or not, link up with a camp or outdoor program in order to create true, broad education? We already have magnet camps parallelling magnet schools. Why couldn't businesses, in the interest of developing well-rounded young people, invest in these programs and develop the same kinds of partnerships with outdoor education and recreation that they're trying to do with schools? Why couldn't they offer scholarships

and paid leave so parents and their children could experience family camps together? That would help strengthen families, the greatest potential resource any child has. Why couldn't schools uniformly set up service opportunities in camps for credit as an integral part of the expected experience of each student, at least from the middle grades on?

Some people might find these suggestions laughable, or naive. That's okay. I'd rather be naive than paralyzed. We don't need any more needs assessments. We know what to do. I'm optimistic.

I may not be realistic, but the alternative to this hopeful wishful thinking is to fall victim to the overwhelming scope of the tasks before us, and to settle. Well, I want to keep young people's hopes and expectations high, to equip them for success in the world they will not only live in, but create and help all young people feel both loved and strong, with a deep sense of connection to their environment, their families, and their communities. That's a tall order. But we cannot afford to settle for less.

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YOUTH-SERVING AGENCIES AND YEAR-ROUND EDUCATION

Charles Ballinger

The world is just 10 years away from the 21st century. For those of us heavily involved in year-round education, these questions take on primary importance.

In an increasingly urban-suburban society, does it make sense to continue a school calendar designed primarily to serve the agricultural economy of the 19th century?

Why has the traditional September-June school calendar, which was not designed for educational reasons in the first place, continued in so many of our American cities and towns?

Year-round education is an idea whose time has come. The United States can no longer afford to continue a school calendar which has outlived its usefulness. In Time for Results, the National Governors' Association declared: " It makes no sense to keep closed half a year the school buildings in which America has invested a quarter of a trillion dollars while we are undereducated and overcrowded."

Rising competition from other economic spheres is challenging this nation's economic well-being. The traditional school year, which allows students a period of three months away from organized instruction, must be altered to meet this challenge.

The traditional school calendar, designed to enhance economic realities of the last century, is not an educational calendar now, has never been, and never will be. Individuals learn in all seasons of the year. Educational programs such as year-round education which respond to the way people learn offer promise to our nation's students and minimize the reality of summer learning loss. Such learning loss is of no value to either the student or the nation.

Year-round education reorganizes the school year to provide more continuous instruction and to reduce, but not eliminate, the summer vacation. One long vacation is replaced by shorter vacations throughout the year; thus, families can experience a variety of leisure activities and are likely to avoid the hordes of summer at national park and recreational areas. Year-round education does not mean that students go to school every day of the year.

There are a variety of year-round calendars. All can adjust to fit local circumstances. All provide periodic vacations; all observe legal holidays. They go by names such as 60-15, Concept 6, 90-30, 45-15, 60-20. Most are variations of better-known terms such as quarter, semester, trimester.

The idea of modifying the school calendar has so much going for it instructionally. Besides reducing learning loss, the format also encourages more immediate remediation or enrichment of a student's work when the frequent vacations are utilized to pinpoint areas that need to be corrected, improved, or enriched. For example, when a student develops learning difficulties, remediation can begin immediately during a scheduled vacation break. In other words, a student's learning difficulty can be appropriately remedied after a few weeks -- not months -- of failure. Students are then ready to resume work along with fellow students when the new learning period begins.

Year-round education has a better-paced delivery of instruction. Students who require repeated instruction to learn a new concept are helped by the continuous instruction and shorter vacation periods. Children who come from homes where the primary language is not English are also helped by the more continuous mode of instruction.

Students come to realize that learning, like the work of adults, is continuous. Vacations are cherished as a period of refreshment, rather than something that happens because of the earth's travels around the sun.

Older high school students seeking employment come to realize that jobs are actually more

available when there are fewer students seeking those all-too-few openings at any one moment. Graduating students can break into the labor market at varied times throughout the year. Urban residents are spared the results of thousands of teenagers, largely unsupervised, unemployed and unoccupied, on the streets for three months at a time.

When a district experiences a need for additional classrooms, use of existing buildings can be expanded by the implementation of multiple-track year-round education. The National Association for Year-Round Education estimates that significant implementation of the concept throughout the nation over the next 20 years would amount to a savings of $25 billion. A substantial portion of this savings could be directed toward improved instruction, increased student counseling, and improved teacher salaries. It is a rare opportunity for schools to both reduce costs and enhance learning in the same circumstance.

Community youth-serving agencies have largely followed the school pattern by programming recreational services for a period of nine months, altering that pattern during the three months of summer, later returning to the nine-month format. There has been a rationale for this schedule: Schools and families have followed a September-June schedule, and agencies which serve families have sought to follow that flow of events.

Community agency personnel may readily accept all of the educational rationale presented so far and still understandably wonder about the effect of the year-round movement on their future planning and on the lives of their employees. Experience so far has shown that where public school and youth-serving agency personnel communicate effectively, plan cooperatively, and support each other, fine programs emerge which add to the life of the community.

For example, Encinitas, California has had multiple-track year-round education in its elementary schools since 1974. While fearful of the new schedule at first, community agencies have adapted to the school schedule very well and offer quality programming throughout the year. In Aurora, Colorado a cooperative arrangement between the public school district and the public parks and recreation department is exemplary for other

communities to follow. Aurora parents are assured that there is both before and after school supervised activities for their children, as well as recreational activities during the intersessions.

Camping experiences have been a part of Americana for many years. Usually those experiences have happened in the summer months -- primarily because school is not in session, secondarily because camps are set up for summer use. But some searching questions can be asked:

If camp experience has as an important component the learning about nature, wouldn't more be learned in the spring and fall seasons when nature is preparing for the more extreme seasons?

If one purpose of camping is to provide a setting where children (students) and/or their families can be contemplative and share experiences not available at home, cannot such experiences be available in spring, fall, and winter seasons as well as summer?

As the nation's rhythm and lifestyle changes, so will the opportunities to provide service to the nation's families. It is already clear to those of us in the year-round movement that many families prefer to camp outdoors in the fall and spring when the crowds are so less intense. And an increasing number of families are experiencing a variety of winter vacations, including skiing, art tours, Florida trips, and Arizona or California excursions.

What happens to agency costs in such arrangements? Do they go up, down or stay about the same? Answer: All three.

If an agency maintains all of its former program with appropriate personnel for 12 months and adds program for year-round students only, costs are likely to increase. However, if an agency realigns program so that it maintains a constant level, for 12 months, both for program and personnel, then the costs are likely to stay the same. And if an agency develops a budget on a per-person-served basis, it is likely that per unit (per person) costs

will remain constant because the budget determines the level of operations. Costs may go down, if fixed costs are prorated over a larger number of people served, and if other elements of the budget are held constant.

Nationally, some commercial enterprises offering family recreation welcome the year-round concept with open arms, while others are very wary of it. Well-known parks, zoos, and recreation centers that work with trained animals point out that their shows proceed daily, regardless of the number of people in attendance. For them year-round education is viewed favorably. On the other hand, agencies that have not winterized their facilities worry about losing client share if summer crowds are cut in any way. Interestingly, some voices are predicting that many facilities, whether commercial or non-profit, will fail in the long-run unless they proceed toward all-weather service and usage. Obviously, there may be some capital costs involved in preparing for all-season usage. Indeed, many authorities believe that American society as a whole is moving toward continuous, all-season type of living.

It is useful to ask ourselves this question: If year-round education were the traditional school calendar, and had been for over 100 years, and if someone were to suggest a new school calendar whereby students would be exempt from formal instruction for up to three months at a time, would the American public allow, or even consider, such a scheme? The answer of course, is no.

Year-round education has become a permanent fixture on the education scene, because it is sound instructionally, it is efficient, and it is cost-effective. Accordingly, community agency personnel are becoming increasingly aware of the enormous potential agencies have to offer quality programming in all seasons of the year.

G.B. Shaw once wrote: "You see things, and you say, Why? But I dream things that never were; and I say, Why Not?"

Well, why not year-round education in one of its many forms in America's schools? Why not full usage of community agency services? The answers to these questions hold great promise for the future.

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STRENGTHS AND OPPORTUNITIES:
INFORMAL EDUCATION AND YOUTH DEVELOPMENT

Patricia Turner-Smith

I understand that the camping industry has identified the subject of year round school as a challenge for the 90's. I also know that members of the organization have differing views on the merits and liabilities of this educational strategy. During the next day and a half you will be using your strategic planning bifocals to examine this subject through four lenses--Strengths, Weaknesses, Opportunities and Threats. Some of you may recognize this process as the SWAT Analysis. Because I am confident you wili cover the areas of weaknesses and threats, I have elected to focus on strengths and opportunities especially in light of informal education and the value of camping in this educational arena. Among its greatest strengths is the value of camping as an informal education strategy. We will examine the role informal education plays in preparing young people for adulthood. We will then identify some of the developmental needs of young people and discuss opportunities for addressing these needs in informal education settings.

In most communities, camping and outdoor programs are narrowly defined. They are often viewed as recreation programs that have virtue and value for young people, but are not essential. They join the ranks of hundreds of youth serving organizations who are more often described as "character building" than they are educationally based. I believe this view has been perpetuated by industries like camping who have failed to articulate the value and importance of informal education or to identify themselves as centers for this type of learning. Earlier today, you accepted Peter Scales premise that some of the developmental needs of adolescents are better met outside the school setting; by doing so, you also acknowledged the importance of informal education in the lives of today's young people.

Several terms have been used to describe the learning that takes place outside the formal school setting. Terms such as: action learning, cooperative education, service learning,

experiential learning, and informal education are all terms which describe a particular approach to learning. The concept of informal education, as a discreet discipline, is just beginning to gain wider visibility and acceptance. This is not to say that work in this area is new; but that in the past it has been isolated or discipline specific. There is a body of literature and research in the field of outdoor education; studies have been conducted on experiential programs associated with career exploration and the youth service movement has a long history in America. I have found the work of Diane Hedin and Dan Conrad particularly helpful in explaining the concept of informal education or action learning as they would describe it. As staff members of the Center for Youth Development and Research at the University of Minnesota, they evaluated experiential learning programs and conducted research in the field of action learning.

By their definition, action learning is learning through a combination of direct experience that is associated with instruction or reflection. While the activities may vary greatly, each term previously mentioned emphasizes the personal involvement of young people in a context broader than their immediate family and neighborhood and a recognition that learning does and should take place outside the classroom.

There are four characteristics of informal education that I believe contribute greatly to its success as a motivator for learning. I first encountered them in a joint statement issued by three national associations involved in experiential learning.

CHARACTERISTICS OF INFORMAL EDUCATION

- **It is success oriented, involving real-life problem solving.**
- **Feedback is uncontrived and immediate.**
- **Results are real-life consequences.**
- **The learners participate in the design, implementation, and management of their own learning: they become invested in the goal and in the means, hence internally motivated.**

Not only do we have key information about why young people learn in informal education programs, but we also know what they learn. Thanks to the evaluation work of Hedin and

Conrad we know the outcomes of action learning:

- **develop a concern for their fellow human beings;**
- **acquire the ability to get things done and work smoothly with others;**
- **adopt realistic attitudes towards other people, such as the elderly, handicapped, or those whose culture and orientation is different than their own;**
- **become internally-motivated, wanting to learn, participate and achieve;**
- **grow in their understanding of self,(sense of confidence, sense of competence and self awareness;**
- **understand what it means to have a responsibility to a group or the class;**
- **learn to be open to new experiences and take risks;**
- **experience a sense of usefulness in relation to the community, understand what it means to serve;**
- **gain problem solving skills;**
- **experience being assertive and independent, take risks;**
- **accept the consequences of their own actions.**

I am sure that each of you could give me several examples of camp programs or stories of campers that illustrate these learnings. Think of the added power and strength those stories assume when related to informal learning theory.

When today's business leaders lament the quality of the incoming work force and charge that the schools are turning out graduates in need of remediation, they are not just talking about literacy and math skills. Business wants employees who are responsible and can make decisions, who have had experience at problem solving and are self motivated. Working and living in an information society requires skills in data gathering, analysis, and observation. Young people must be able to reflect upon experiences and extract the lessons which have applicability to new situations. **Notice how closely these needs parallel the benefits of informal education.**

One of the continuing concerns of school officials is the added responsibility their

institutions have assumed for young people's well being (ie: breakfast and lunch programs, drug and pregnancy prevention programs, abuse and neglect screening, handling violence and gang related issues, before and after school child care and more). If schools are to successfully meet the challenge of increased academic achievement, they will need help in addressing the other aspects of youth development.

The Indiana Youth Institute has as one of its primary goals, promoting an agenda for healthy youth development. What does growing up healthy mean? It means that young people will have appropriate experiences at different stages of their childhood and adolescence that help them develop emotionally, socially, morally and physically. It also means that caring adults will take responsibility for making those experiences meaningful and rewarding.

The United Way of Minneapolis was concerned about the availability and accessibility of healthy development experiences for young people in its community. They identified key experiences necessary for youth development, obstacles or barriers to them occurring and the consequences for youth who don't have them. I wanted to share this information because I believe they are some of the same experiences that schools are less effective at providing and that camping can view as new opportunities.

KEY EXPERIENCES NECESSARY FOR POSITIVE YOUTH DEVELOPMENT

Value Development

In a society lacking value consensus, youth are exposed to competing and conflicting values. They have trouble sorting out what they hear and are taught with what they see modeled. Values clarification has traditionally not been part of the formal education curriculum. Young people need places where they can go to discuss, reflect upon and understand the consequences of their own and other's conduct. When these opportunities are not available, their value development is thwarted.

Leadership Development

Community involvement and civic participation depend on citizens feeling as if they have

some control over their own destiny. Tomorrow's community leaders have limited opportunities to make their own decisions.

Young people need to develop participatory skills and learn how to exert influence in groups where they make their own decisions and see the results of their actions. Leadership roles in schools are often reserved for the elite young person; one who excels academically, or in sports, music or drama. The poor and/or average student gets few opportunities to lead. Informal education settings often enable the invisible leaders to emerge. Without these experiences young people see themselves as victims of fate or subjects of others' power.

Cultural Awareness

Our best hopes for successfully living in a global society rest on raising a generation of culturally sensitive young people; whose knowledge and understanding of differences goes beyond the stereotypic. Too few of our youth have opportunities to experience interaction with people different from themselves. Desegregation brings children of different backgrounds together in the same schools and classrooms. They share some common goals for learning but that does little to further interaction or understanding. They climb back aboard buses at the end of the school day, missing that time for informal activity and sharing that enhances understanding. Without frequent organized, extracurricular opportunities for association between youth of different incomes, ages, races and ethnic backgrounds, intergroup mistrust and conflict increases.

Social Skills

Youth need opportunities to participate in meaningful and productive activities. Young people want experiences with projects, causes, and organizations that they can commit to and be serious about. These experiences teach them a great deal about self motivation, goal setting, and working with a group or team. They learn about communication and self discipline and experience the satisfaction of achievement through the sequential planning and completion of tasks. Without these experiences, hey grow up afraid to take risks, explore new options and have little confidence or recognition of their own self worth.

Experimentation and Personal Growth

Youth have immense physical energy and innate curiosity. They need productive outlets for both. To develop their physical and social potential they need opportunities for adventure, exploration and risk-taking. Young people need to be able to test limits in settings that are safe and where there is no penalty for failure. The failure most youth experience in school has serious consequences and often results in a loss of self esteem. Youth who test boundaries of rules established at home, in school and on the streets often jeopardize their health and well being through involvement with drugs, alcohol, prostitution, crime and violence.

Role Models

Role models are very important to the healthy development of young people. They need to have positive association and interaction with adults. Unfortunately schools and sometimes families cannot spend enough time with a young person to establish that special relationship; to be there for them at the times they need help and understanding. Young people often need an adult who is not a parent or teacher to fulfill the role of friend and mentor and offer another perspective. Associations with positive adult role models and mentors provide youth with broadened experiences (cultural, career oriented etc.) and expose them to examples of appropriate conduct. Conflict between youth and adults is greater when they have few positive associations. Youth who are treated disrespectfully by adult authorities are often more rebellious. Youth who are exposed to a series of negative role models, often emulate their behavior.

Peer Relations

Youth need to experience belonging, being more alike than different. They need settings where they can celebrate diversity, express their individualism and gain approval for it! Through positive peer relationships, youth gain a sense of security and acceptance and develop friendship skills. They also learn to cooperate and develop feelings of self worth from the recognition and support they provide one another. Peer groups are as diverse in the youth culture as they are in the adult world. Many reinforce positive values and attitudes. Those that do not place young people at risk. The real difference between a scout

troop and a gang is not the organization and dress code but the values and behaviors that are reinforced.

Earlier today, one of you posed a question that bears repeating now. **"What if people saw camping as an extension of education?"** Schooling is just one aspect of education. It provides for learning in a formal setting. **Young people who experience healthy development learn in formal and informal settings.** The threat of year round schooling is really the camping industry's opportunity to gain public support for informal education. All kinds of creative new programs and partnerships are possible, but only if people understand and value developing the whole child and only if you can articulate that message clearly.

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FUTURING: HOW NOT TO BE A VICTIM OF CHANGE AND FIND OPPORTUNITY IN THE FUTURE

Kathleen Trotter

The response to the topic of year-round schools varies - some camp leaders remember a time about twenty years ago when many people were talking about year-round schools, but by and large, the whole concept fizzled-out except for a few specific areas. Other camp professionals have reacted and are reacting to the idea with panic. They immediately perceive all of the threats this schedule of education would bring to camping programs. No one knows for sure, but popular opinion has it that the movement toward year-round schools in the 1990's will actually result in a great many communities adopting the concept. Although it is easy to imagine that such actions in a community will wreak havoc on resident camping programs, I would like to suggest to you that such a movement also presents new opportunities.

From the Chinese language, we perhaps find our dilemma best described by the word crisis. In the Chinese language, the symbol for "crisis" is a combination of two symbols, one meaning "danger," and the other meaning "opportunity." Certainly, we perceive the danger but let's determine if we can also discover the opportunities.

The key word in the above challenge is to "discover" the opportunities. Roger Von Oech, in A Whack on the Side of the Head says "Discovery is looking at the same thing that everyone else looks at and seeing something different." This is a role that futurists play. They do not necessarily predict the future but rather they look at the trends and movements in the society around them, project the consequences and implications if history continues to develop in the same pattern, and then make intentional choices about how they wish to affect and be involved in the creation of a desirable future.

What does it take for us to be futurists in the best sense, to understand the directions that we are going, and to be able to enter the flow, or alter it, to bring about the most good for

everyone? The first absolutely essential thing for camp leaders is to be aware of the rapid and constant change around us and to be prepared to adjust our thinking and actions accordingly. Information is multiplying exponentially, it is literally exploding. And not only is the information being generated at an unprecedented rate, but it is available to us and even imposed upon us. At this point in time, we literally suffer from information overload.

Technical and electronic equipment keeps us informed about the latest news, but often we are left wondering what to do as a result of the knowledge that we gain. We find that the traditional processes that we have followed in the past to do our evaluation and planning are too slow. And simultaneously, we find that we cannot project our plans as far into the future because the assumptions that we use to formulate strategies may not be valid six months from now. Let's examine how we can become our own futurists, aware of both the dangers and the opportunities in our present situation, and be able to respond accordingly.

RULES FOR BECOMING OUR OWN FUTURIST

I. First of all, despite the difficulty in keeping from being overwhelmed, it is essential that we stay tuned to reliable sources of information that will keep us abreast of the changes going on around us. To do this, we must sometimes move outside of our circle of professional material to read magazines like The Futurist published by the World Future Society or the best sellers like Megatrends and Megatrends 2000 by John Nesbitt. We must watch the booklists for the latest releases indicating new thinking like Alvin Toffler's new publication Power Shift. We can rely on the solid organizations in our midst who continually research for their own benefit, like the United Way, which has published What Lies Ahead - Countdown to the 21st Century.

If you've been in touch with any of these sources on the future in the past year, you will be familiar with these major trends that have been identified as characteristic of our time:

1. There is an increasing awareness that our society is maturing, it is "greying" and with this shift in age is a shift in political power and focus on youth.
2. We live in a mosaic society, not a melting pot. In many parts of the country, there is no

single majority group, and this will be increasingly true across our land.

3. There is a redefining of individual and societal roles, with one of the primary results being the privatization of services. What used to be the exclusive domain of not-for-profit agencies, the government, and churches is now profitable business for many new competitive ventures with traditional sources.

4. We have become an information-based society and this changes many aspects of our work and social worlds. There is a great emphasis on technical communication. It is also possible in this information-based society for small companies of 30-100 persons to compete successfully with the huge, multi-national corporations. And a second, less positive, impact of this information-based society is that more and more people are dependent upon the service industries which traditionally pay lower wages than the manufacturing industry.

These trends are certainly not all inclusive. They are highlighted to remind you that major shifts are taking place in our society, and they are affecting us as well as our constituents. We will not be successful in adapting to our changing the trends unless we are fully aware of them and able to realize the opportunities they represent as well as the risks.

II. A second thing that we must learn to do as futurists is to identify the impetus behind societal trends. Changes in the way we do things are usually a response to new and different needs. The movement toward a year-round school calendar is definitely a response to changes in our social system and in our needs as a society. It may or may not create a positive outcome, but the driving force is changing societal needs.

When we, as camp leaders, view the year round schools concept, we have a choice and a responsibility to oppose the idea if we don't agree that it is the best solution to address the given issues. But we will likely become victims of the changes going on around us when we oppose the proposed plans but do not set in motion viable alternatives for responding to changed needs and values affecting the people of our society.

Let's examine the realities facing our education system. We see declining performance records at all levels. We have a crisis in the ability of our population to read and function

in relation to language skills. We have social problems related to children being out of school when their parents are not available to supervise them. We have a large population of students who "hang out" for ten weeks in the summer because there is no purposeful role for them at this time. These circumstances are a result of a variety of changes in family structure and values. Either by necessity or by choice, both parents now work in the majority of families. Perhaps a year round school calendar is not the answer to the needs posed by these issues, but what is?

As camp leaders who are determined to create opportunities in the future rather than being victims, we must first of all be aware of the trends and secondly be able to identify the needs that the trends are responding to. As citizens, we must propose our best solutions. As camp leaders, we must recognize that our opportunities lie in our ability to be a part of the solution to meeting new needs, not simply resisting alternative actions because they cause us to change.

There are many examples over the last few years of entrepreneurial efforts by persons who have discovered creative ways to meet emerging needs. The Elderhostel program is one such example. It is a response to the combined needs for older adults to have significant lifelong learning experience, and the reality that many college campuses are under utilized (both their facilities and their staff) in the summer. Originally, Elderhostels took place on college campuses, but since the 1960's many programs have also developed in retreat and conference centers, and in a few camps. The success of this program lies in the fact that it genuinely meets some of the needs of the senior citizen population, and at the same time helps to undergird the institutions.

There are many new liaisons which are created to meet educational needs. I was recently contacted by a small college in Marion, Indiana to teach a recreation management course. When I discussed the possibility with the gentleman, I discovered that I would not be teaching for Indiana Wesleyan University, but I would be under contract with Recreation Management Corporation. This is a company formed by two private camp directors, who have been in the recreation field for years, and who have discovered that the small colleges

in northeast Indiana are unable to provide a full recreation curriculum because they cannot hire enough staff in this specialized area. Recreation Management Corporation agreed to find qualified staff to teach the full curriculum and have contracts with four colleges. Thus, they can provide a range of teaching opportunities for the contracted staff, and make it reasonable for the college to offer a program. These camp leaders have taken an expertise that they have, and matched it with a need in order to create a successful business venture.

Certainly the need for environmental education will increase as the public continues to express a new valuing of the earth and its resources. Given an understanding of the issues facing our society and the school system, this area presents a wonderful arena for matching needs with opportunities available in camps.

III. How can we keep from being a victim of change? First, we must stay aware of, and develop knowledge about the facts, issues and trends facing us in the immediate and long range future. Secondly, we must develop special understandings of the changes in needs and values that are driving particular proposals. Having done these two things, we are then ready to explore how, as camp leaders we can uniquely meet those needs. I invite you to "play with" the possibilities available to us for meeting the myriad of emerging needs, particularly the option of a year round school calendar.

I mean literally to "play with" the possibilities. Often, we have far too limited a consideration of alternative courses of action. We think of the traditional things that others, or we, are already doing - environmental education, elderhostels, adult conferencing and so forth. These are a good opportunities for expansion for some, but they won't work for everyone. In some cases they won't fit the mission, in other cases they don't fit the operation, in many cases they don't fit the facility.

Once a man went to a Zen master. He said, "Will you teach me the secrets of the universe?" The Zen master, without speaking, motioned for him to enter a room where there was a mat on the floor and a low table with two teacups on saucers and a teapot. The man sat down on the floor at the table, and the Zen master began to pour a cup of tea. He

poured until the tea reached the top of the cup. Then he continued pouring, and the tea overflowed the cup into the saucer. The man was a little embarrassed. The Zen master continued to pour and soon the tea was overflowing from the saucer onto the table. The man became anxious. The Zen master continued to pour and the tea flowed off the table down onto the mat. With this, the man could not contain himself. "Stop! It's overflowing!" he said. "And so are you." said the master. "How can I teach you unless you first empty your cup?"

The greatest danger is not that we won't see the changes that are going on around us. They will literally force themselves upon us. The greatest danger is that we will respond to today's needs and opportunities with plans, practices and models designed to meet the needs and values of the past. If the needs and values which are emerging are different, the responses must be different.

We must break loose from our conventional thought patterns and discover new connections. We must venture outside of the safe, known territory of our past performance and test new models, new responses. One of the most helpful resources in accomplishing creative thinking is A Whack on the Side of the Head by Roger Von Oech. His book is not only delightful, but is literally a workbook for creative thinking. His exercises are wonderful for helping entrepreneurial thinkers develop new ideas.

IV. When we have an idea, we must tend it carefully, see it as a living entity. It needs to be nurtured, allowed to take root, but with an awareness that it is something that has a life of its own. Certainly, intentional planning has a place, but we must not become too intense with our ideas as they are germinating. We need to "play with" them, to test them out, to share them, to give them away, and to watch them grow.

In the days before modern harbors, a ship had to wait for the flood-tide before it could make it into the port. The term for the situation in Latin was "ob portu," a ship standing over against a port waiting for the moment when it could ride the turn of the tide into the

harbor. The word "opportunity" is derived from the original latin word. It is not likely that we will stop the tides of change. We can choose to ride the tides into a safe port, to navigate the way into positions which can provide creative, profitable services to meet the needs and undergird the values of our society.

I have not given you the specific opportunities that are available to you if the public school system of your campers decides to implement a year round calendar. Rather, I am absolutely confident that you can be your own futurist, and can discover creative opportunities that will likely be even more effective and satisfying than what you now do if you will be willing to:

1) Be knowledgeable about the trends and issues emerging in our society; 2) Understand the specific needs and values that are driving changes in social and organizational structures; 3) Determine creative ways that you and your camp program can meet these needs; 4) Truly be a leader, "playing with" ideas until one takes root and grows.

May you find yourself in a "ob portu."

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YEAR-ROUND SCHOOL:
A RISK TO THE COMPLETE CHILD

Roger M. Popkin

There is a threat looming to the sound and healthy development of today's child. This threat is being promoted by some members of the education bureaucracy and is called Year-Round Schools. Its advocates believe it will cure the multitude of problems that currently afflict the schools. They feel it is a common sense answer to economic problems associated with sudden high population growth. They are wrong! At best, year-round school proponents are misguided and naive; at worst, this is another attempt at empire building by the education bureaucracy. It is unwise and dangerous to allow the schools to have complete control of the calendar which controls the opportunities for growth and development of America's children. It is absolutely necessary for children to have opportunities for unhampered growth in a relaxed, yet organized framework. Schools teach many lessons in addition to what is included in the curriculum, some of which are counterproductive in the development of an individual capable of thriving in a free society. Families, religious organizations, service clubs, and summer camps are but some of the major venues for the formation of individual values and identity. Only an Orwellian society would vest in a governmental authority the scheduled time available for the creation of a complete child. If not vigorously resisted, year-round schools will create a true disaster.

Children prosper both intellectually and psychologically if a proper combination of experiences and support have been available to them throughout childhood and young adolescence. Adults have always created agendas for the young, both educationally and socially, yet true growth and maturity have always required an appropriate response to the demands of society while maintaining the integrity of the individual. The creative tension that exists between the individual and the group has always been at the heart of the issues surrounding the identity of a healthy young person and the classic American summer camp has a proven track record in contributing to the healthy development of children and youth. The year-round school schedule will clearly create obstacles for and reduce the availability

of these traditionally successful activities utilized by American society.

The loss of the Classic American Summer Camp would be a tragedy for children as well as a setback for the forces that believe in free choice for the American family. An extended camp experience of four to eight weeks affords a camper the opportunity to leave the demands of home and school and explore the world at large as an individual. While short-term camping also makes a valuable contribution, no responsible camping professional would suggest that short-term camping is the only or the best schedule for camper development. There is no question that the economic realities controlling the Classic American Camp offering four to eight week sessions would be seriously compromised by year-round school. It is simply impossible to foresee the total damage to the Classic American Camp that year-round school will bring, but it will be extensive.

Dr. Peter Scales, the Deputy Director of the University of North Carolina School of Medicine's Center for Early Adolescence, defines the seven developmental needs of young adolescents as follow: Positive Social Interaction with Peers and Adults, Structure and Clear Limits, Physical Activity, Creative Activity, Competence and Achievement, Meaningful Participation in Families, Schools and Community, Self Definition:Learning what they are good at; and what they enjoy and believe in (Scales, 1990). The schools are good at only two and perhaps three of these, while the American summer camp excels at all of the seven critical needs of young people. It seems ludicrous to compromise an institution that has demonstrated success for one hundred and twenty five years on the slight hope that a change in calendar will solve an entire group of complex social problems which so far have defied solution.

Social engineering is a difficult skill to master, and educators have proven for years that they are not capable of predicting the potential downside to innovation. It is of critical importance that the essence of childhood not be compromised for possible benefits of a newly created version of an educated child. This new attempt at changing the educational process will have tremendous ramifications for tomorrow's students if allowed to proceed unchallenged. In addition to the complications year-round school in any of its projected

schedules; ie. 45/15, 90/30 or Concept Six, the negative effects will be felt throughout the American family. Students and their families will suffer a loss of free choice as to vacations, and after-school activities. Members of the same family may not be on the same schedule, so in families with two working parents, child supervision will be a major problem. In the schools that create child care during "off time", the educators will be even more in control of youth agenda's and program's. Students who need longer blocks of time for employment may find difficulty in obtaining positions, and sports and extracurricular activities will most likely be compromised. Beyond the technical chaos created by this system, the fact remains that additional school days will not be created, so the same courses will be taught on a different schedule. Different is not necessarily better. Proponents of year-round school have no evidence that it will in any way improve the formal educational process or improve the many societal problems the schools address.

The Classic American Summer Camp creates environments that allow for many kinds of discovery. Summer camps stimulate the discovery of self, and a profound sense of wonder in the natural world. Camps offer children a view of life not possible in classroom education. A sense of democracy and many important lessons relating to the individual versus the group are clearly staples of the summer camp. A willingness to experience new and potentially challenging tasks is encouraged in a camp. Camps teach leadership, experiential learning, risk taking, independence, role modeling, commitment, experimentation, and respect for cultural diversity. They engage children fully in education, and all within a community of friendship. Many parents have traditionally chosen camp as the venue best suited for teaching independence, cooperation, and community. All these lessons are taught to the child as an individual: a unique entity; with value and distinction. Schools educate formally, but camps encourage exploration. Both are absolutely critical for a complete child.

Fortune Magazine's Education Summit #3, whose participants included business executives, politicians, and educators which recommended many diverse improvements for the American educational system, did not include year-round school as a change they could endorse. This prestigious panel did not even mention year-round school as an item to

consider! This is not an unusual perception regarding the value of year-round school. Substance, not calendar, is important!

It is critical that the ACA create and maintain a posture that consistently centers on children's interests! Our natural allies in this struggle will be the various constituencies that serve the true needs of the complete child. Children need to become campers. It is as campers they learn who they can and should become as complete individuals entering the world. We cannot lose faith with our traditions of informal child development, and it would be the worst kind of compromise to suggest reaching an accord with the proponents of year-round school. I suggest we resist with all the power and effort we can marshall. It is imperative that the ACA Board offer the National Convention in Detroit a pro-active mechanism for the formulation of a policy to oppose year-round school. It is far too late simply for discussion; and, if a vote is required, it should be scheduled for February 1991, in order to avoid the loss of more essential time. We should be proud to lead the resistance to this plan which will only increase problems for America's children, while diminishing their horizons.

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THE STATUS OF YEAR-ROUND SCHOOLS IN ORANGE COUNTY FLORIDA

L. Dianne Locker

The population of Florida is increasing rapidly. Our society has moved away from an agrarian system, and we do not have many traditional families with mother home all summer. There is substantiated evidence that capital outlay costs on a year-round system are reduced, and it is inevitable that Florida's school population will continue to increase. For all these reasons, plus budgetary considerations, it is necessary to look closely and seriously at the year-round concept. Two districts in Florida are currently piloting year-round programs, and approximately 20 other districts are studying the concept. Seven additional districts will begin their year-round programs in July, 1991.

Under year-round calendars, schools operate facilities for 11 to 12 months each year while groups of students rotate in and out of school. As an example, on a 60-15 calendar, the student enrollment of a school is divided into five groups (tracks) of approximately equal size. Each track will have classes for each grade level and each track will operate on its own schedule of instructional days and vacation days. Four tracks of students are in school on any given day and one track is on vacation. All tracks attend school for three 60-day (12 weeks) terms, interspersed with 15-day (3 week) breaks or "intersessions". The beginning and ending dates of terms are staggered at three-week intervals so that four tracks are always in school while one track is on vacation. All students share a common three week summer vacation and traditional winter break.

These calendars allow schools to generate from 25% to 50% more school capacity, without increasing the number of students on campus at any one time. Many districts that have experimented with year-round education find that once the program is in place, teachers and parents favor it over traditional school schedules. Changing a school calendar ingrained in tradition can be difficult. There will always be some resistance to change.

If year-round education is used solely as a means for addressing space problems, it will probably continue to meet with opposition from many quarters. However, year-round education can be the foundation upon which to build a new way of delivering an enhanced education program to children. A successful year-round program depends on the support of all elements in the school society-parents, students, administration, teachers, and community agencies providing services for children.

There will be many challenges and opportunities in the future. In considering the concerns expressed by the attendees, it is important for all concerned to remember that we serve the same group-children. We need to work together for the mutual benefit of the public schools, the camping association, and children.

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"DON'T LET SCHOOL GET IN THE WAY OF EDUCATION." - Mark Twain

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Charles R. Ackenbom, CCD

I just returned from a provocative two days at the "Symposium on Year-Round School," sponsored by the American Camping Association. This symposium drew on the expertise of some of our nation's top educators and professionals in recreation and camp to address the issue of year-round schools and the effect they would have on our traditional summer camps. Year-round schools have been discussed since the early 1970s, with at least three major thrusts in the past 20 years. As a profession, our reaction to these efforts has usually been that it could never happen. Society is too steeped in tradition to allow a change of this magnitude.

In 1991, however, we can no longer bury our heads in the sand. The implementation of year-round schools is imminent. It is being driven by educators and is succeeding in cities where there are more students than the facilities can accomodate. As these school systems succeed, they gain impetus and experience, which is passed on to other school systems.

As camp professionals, we have been unable to convince educators of the values that camp offers children during their summer vacations. We are viewed as a "special interest group" that is self-serving and has little or no relevance to education. The mission of the schools is to educate the child in their system with their people. In 1989, 600 schools used a year-round schedule. In 1990, this number grew to 800 and is expected to exceed 1,600 by 1991. While this is still a very small percentage of our nation's schools, it is real, not just talk, and there is the potential to expand.

As the symposium progressed, we began to see two polarized groups. Within one group, eyes were glazed as they envisioned their careers and the dreams of their parents and grandparents rapidly dissolving. In the other corner were directors who greeted this as the

advent of new opportunities to use winterized facilities with a much larger body of available students.

One presenter described the efforts of his organization to work cooperatively with the Orange County, Florida, public schools to develop a variety of extracurricular activities for children on rotating vacations during the school year. The program had been fully implemented when the school system, without notice, announced a new program of remedial and enrichment opportunities for students. More than three-quarters of the students chose the school-sponsored program.

Charles Ballinger, Executive Director of the National Association for Year-Round Education, works full-time to convince, cajole, and aid school districts in adopting a year-round schedule. He presents very convincing arguments for converting the entire nation's schools to a full-year schedule. The education calendar, he says, was designed for the agrarian economy of the last century. The learning loss that's experienced during a three-month vacation has no value to our youth or to the nation. Older students who rely on summer jobs will find more employment opportunities available when there are fewer students seeking jobs at any one time. Use of classrooms, which are short in supply in some areas, can be expanded by a multiple-track schedule.

While I am fully supportive of the role of schools as the primary formal educators of our children, I am not in concurrence with them being the sole source of education. One of our speakers related the story of a note that a mother sent to school with her child: "Please don't keep Johnny after school, so he can go to the Boy's Club and learn how to read."

We need to be prepared to stand up and defend the education that occurs at camp. We must be able to clearly define those values, principles and bodies of knowledge learned in a camp setting.

As the symposium concluded, we discussed the various positions that ACA could take. Several participants developed statements that they would like to see adopted by ACA. In

order for us to make a position statement, two-thirds to three-quarters of our membership must be able to support that statement. In our group of 90 people, we were unable to reach a consensus or agreement of over half of that group. I don't have the answers, nor do any of us, but the issue will not go away.

I hope we will soon be working on positions that will answer the question, "What if...?" so that we are looking to the future of what might be, rather than standing at the demise of camping, saying, "If only we had..."

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CAMP IS CRITICAL TO THE EDUCATIONAL DEVELOPMENT OF OUR CHILDREN

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John A. Miller

The rapid pace of our society has the potential to catch us all unprepared. A recent event has underscored that fact to me. That event also reinforced the fact that today's society is highly interconnected. What happens in one area of the country has implication far beyond that limited area. But, most importantly, discussion within ACA prior to, during and after that event, has clarified just how diverse an organization ACA is and how difficult some of the issues society forces us to deal with are.

That event was the recently held symposium on Year-round School which we held in Tampa, Florida in November. If you missed this symposium you missed an outstanding educational event - one that reconfirmed the contribution that camping makes to the development of children into healthy adults. You also missed an opportunity to interact with the leading proponent for year-round schooling in this country.

I want to summarize three significant things that came out of this symposium. One is positive, one negative, and one is simply a demographic fact.

First, the camping experience is critical to the proper educational development of our children! I'm sure you all knew that, but we have strong allies for our position within the child development research community. Dr. Peter Scales from the Center for Early Adolescences at the University of North Carolina listed seven critical factors to children's lives if they are to grow into healthy adults. They are:

(a) positive social interaction with peers and adults
(b) structure and clear limits
(c) physical activity

(d) creative expression

(e) competence and achievement

(f) meaningful participation in families, schools and communities

(g) self definition - what I'm good at; what I enjoy doing and what I believe in.

Dr. Scales went on to say that the camp experience gave children the chance to experience all seven of these critical factors, while even the best school systems provide for at most two to three of them. To quote Dr. Scales, "Changing the shape of the school year without changing the shape of the school day is meaningless."

The negative issue relates to the role of the school system in our children's lives. Diane Locker of the Orange County School district, which includes Orlando and is in the process of converting to a year-round calendar, presented information on why that system was going to a year-round calendar. Included in her reasons was a passionate plea for the needs of children and a feeling that the public school system was going to have to provide for those needs. The "intersession" programming being planned and included in Orange County through the school system has involved almost 75% of the students in one school. The "intersession" is the time between sessions when children are not in school.

The expansion of the school system's responsibility to becoming the major controlling factor in child development is particularly disturbing. This "cradle to eighteen" care philosophy is not in keeping with the role of compulsory public education and has "Orwellian" overtones of a governmental bureaucracy raising our children. At the same time it is simply a response to a failure in society to properly provide a broad range of opportunities outside of the school system for our children.

As I was listening to Ms. Locker, I asked myself, "if camping is critical to child development and were made compulsory as school is, could we meet the needs of children?" My answer was no, there are not enough camps in the country. It was interesting that both Los Angeles and Orange County had evaluated the percentage of their students who participated in summer camp and the numbers were very low. When they set their priorities, they must

deal with the needs of all students and since students who go to summer camp were in a distinct minority in both areas, the protection of the opportunity for the camp experience was given a low priority.

Finally, the demographic factor. Year-round schooling seems to be attractive only in those areas of the country with high growth rates. California, Florida and Texas were identified as the states with the highest interest in exploring the year-round schooling option. The interest is fueled mostly by the need to cope with the growth. The educational benefits that were cited as important do not seem to be compelling school systems around the country to consider this an option.

However, the interconnection in our society still makes this a major concern to all camps. California, Florida and Texas all have a lot of children and are important recruiting markets for camps from the north. If those states go to year-round calendars as the norm, it will effect camps of all types all over the country.

Position statements by organizations are always difficult to develop, particularly by organizations as diverse as ACA. Position statements also must have certain characteristics in order to be valid to people outside the organization. Talking to ourselves and taking stands to make ourselves feel good does nothing to constructively deal with an issue, when control of that issue resides outside of the organization.

Basically a position statement by an organization must meet four tests to have validity to people outside of the organization:

1. It must be a coherent response to an identifiable issue;
2. It must be relevant to the mission and purpose of the organization;
3. It must be based on reproducible research, a body of knowledge, uncontested facts, or ethical principles shared by the membership;
4. It must be supported by a significant majority of the membership of the organization.

This takes us to the question, "How should ACA respond to this issue?"

After many hours of debate and sharing, we still do not have a clear answer. The participants at the Year-round School Symposium developed the following ideas about an official response:

"The American Camping Association should develop a response to the year-round school issue that is both practical and ethical and not just self serving. It should be pro-camping, pro-children, and pro-family choice on options."

We were reminded by Pat Turner-Smith, Executive Director of the Indiana Youth Institute, that our strength is our delivery of experiential education experiences to children. There is a significant amount of research on the value of experiential education as being critical to everyone and that we have many allies who would work with us in this arena. Most importantly, we have each other. Camping is a small, some would say tiny, profession. We need to develop a strategic response that builds on our strength and collaborates with our allies to see that the experience we offer children is not diminished by any change in society.

The American Camping Association has heard a great deal from the camping profession about this issue. The participants in the symposium were challenged to share their information and ideas with the national office in writing. You are invited to do the same.

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APPENDIX

YEAR-ROUND SCHOOL QUESTIONS AND ANSWERS

Following the presentations of the major presenters, a session was held for the purposes of responding to questions raised by the symposium participants. The following questions are representative of several questions that were addressed by the presenters.

Answers to Questions

Question:

"If your schools were under-utilized, would you opt for change to a year-round calendar, and why?"

Answer:

Ballinger- "Yes, for instructional value. The nine month calendar has no instructional validity."

Locker- "Yes. We have required a 180-day calendar and have added an additional twenty-days for volunteer participation during the breaks (intersessions). We had a good turnout with about 85% of the students participating in the intersession program. There is increased opportunity to enhance programs for educationally disadvantaged children. They learn slow and forget fast. Also, more structure meets the social needs of students because many kids are in child care ten hours a day."

Question:

"It can't be perfect- What's the biggest problem?"

Answer:

Locker- "Child Care. People can't change their business/services to match the schedule of three schools out of the entire corporation that have year-round calendars."

"Family vacation is another problem. This especially applies to people who vacation mostly in the summer."

"Another problem is when you have more than one student in a year-round school that has three different tracks with two or more students in different tracks. What do you do? I don't have the answer. You just try to get them close."

Ballinger- "Administration must be changed for all personnel: administrators, teachers, and staff. However, once everyone accepts the concept and the changes are

made, everything usually becomes routine."

"Adults are a big problem. Children are not bothered as much about year-round calendars as parents and other adults are."

"Children react the way parents and teachers react; they are sensitive to change."

VanHoven- "The major problem we face is transportation and availability of buses. We do not have our own buses. We lease them. Buses are generally used by the School Corporation from 6-9:00 A.M. and 1-3:00 P.M. which is about the same time of day we need them to transport program participants."

Question:

"How do teachers feel about year-round schools?"

Answer:

Locker- "A very good response! We guaranteed teachers jobs during their off-time. Some subbed during the regular school day during their "off" time while others taught or served as program leaders. We paid them their regular salary for their work during their time off."

Synopsis of rebuttal from audience -

This reduces the traditional staff pool from which Camp Staff are recruited by: 1.) paying them salaries that are extremely higher than camps can afford to pay; and 2.) providing them with jobs that are generally within their area of expertise; thus reducing the propensity to prepare and instruct in areas that are not their primary area of expertise.

Ballinger- "Teachers support year-round schools because there is less loss of what was learned due to shorter times away from the formal education process, thereby reducing remedial work."

Question:

"Do you think you must have a certified teacher to have a valuable camp experience?"

Answer:

Locker- "No. We use them because they are available. We also use senior citizens, museum curators and a variety of other interested individuals."

Question:

"What can we do to help school board members realize the value of camping? How can camps interface?"

Answer:

Smith- "Change your language and your image. You do not promote the value of

camp experience in experiential education. School Boards and others most likely view camps as recreation programs and therefore as ancillary rather than an integral part of education."

Ballinger- "On a 180 multi-track calendar, schools can look to camps as a placement for extended days, perhaps even for academic programs. Schools look for agencies that have sufficient facilities and space to handle kids and programs. Several schools are already doing this. 'Don't plow new ground or reinvent the wheel'. Try to find models that you can use. The camping program will not be hurt if it changes and a changed camping program is better than no camping program at all."

Locker- "Our school has contracts with theaters, science centers, museums, scouts, the YMCA, and others. During the 'intersession' (time when kids are out of school), we send our kids to these programs."

"You need to think about who and how many students you now serve in terms of camping. We found that only a very small number of the 'average' students were being served by camps. "You need to develop partnerships and broaden your services."

Smith- "You should develop collaborative relationships and not be adversarial."

Trotter- "You must position yourselves for a win/win scenario."

"If you become adversarial to the point of a win/lose scenario, the kids will be the losers."

"Camp does superbly well in meeting the developmental needs of campers (as identified by P.Scales) and schools are not (as identified by P. Scales). You need to promote this."

Synopsis of rebuttal from audience:
How much do you broaden your services. You can't be all things to all people!

Question:
"How can camps enhance the school process?"

Answer:
Smith- "You must know who and what is in your community; seek out possibilities for expanding your program; don't assume with arrogance that your program is the only 'game in town'; get people excited about your program and begin collaborative programs of mutual interest."

"Remember, you must sell your camping program as being more than an outdoor recreation program."

Question:

"The Camp Professional is not viewed as a professional - Why? How do camps position themselves?"

Answer:

Ballinger- "As an educator, I didn't pay much attention to camp. Later, however, I came to understand the very important role camps play in the development of a person but I had to do this myself."

Locker- "You will need to contact and inform the person administering the year-round programs so that he/she understands your role and the value of it in the education process. Look for opportunities to work together."

Synopsis of rebuttal from audience-

1. The camp experience is an excellent educational experience. Children learn without the pressure of parents and the rules of the school. Feedback in relation to learning is immediate, thereby enhancing the learning experience.

2. Camps are doing a good job and have a successful track record in doing it. Actually, camp professionals have done a far better job discharging their programs and responsibilities than educators have in discharging theirs. Why then, are schools now determined to take on yet another role in which they can't do effectively.

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